

Oklahoma City Community College

Entry-Level Assessment

Oklahoma City Community College (OCCC) provides entry-level assessment to all students entering credit classes. Entry-level assessment includes testing, a review of high school or college grades, and interview information. The ACT test, the Computer-Adaptive Placement Assessment and Support System (COMPASS) test, and Accuplacer were used to place students in appropriate classes. Students with science deficiencies take the Riverside Chemistry test for placement into college-level chemistry, the Riverside Biology test for placement into college-level biology, and a locally developed Anatomy and Physiology test for placement into college-level anatomy and physiology. Students for whom English is a second language demonstrate proficiency in English through the Test of English as a Foreign Language (TOEFL). Students who need to test in only one area do not have to test until they are ready to enroll in the specific class. For example, student may not take the mathematics assessment test until the second semester if they do not plan to take mathematics in their initial semester. Individuals admitted as Associate in Arts or Associate in Science degree-seeking students who do not meet the high school curricular requirements must make up deficiencies within their first 24 credit hours of college level work, or have all subsequent enrollments restricted to deficiency removal courses until the deficiencies are removed.

Oklahoma City Community College regularly reviews the placement of students. Information for the review is obtained from faculty surveys and student completion rates in specific classes. On a periodic basis, surveys are administered that request information on whether the faculty member believes each student in their class was placed appropriately. The information from this survey is reviewed for patterns or trends. If the grouped data reveals that more than five percent of the students are placed at the wrong level then the cut off scores are reviewed for possible adjustment. This survey is carried out once every three years, upon request, or a year after a new test is implemented.

Course completion rates are also reviewed. If more than a ten percent fluctuation in completed rates is experienced then a review is initiated to identify possible reasons for the fluctuation. If placement is determined to be a part of the problem, then a recommendation to change placement scores may be made.

Mid-Level Assessment

Mid-level assessment at Oklahoma City Community College examines the student's academic progress and learning on the four general education student learning outcomes including: 1) Human Heritage, Culture, Values and Beliefs, 2) Communication and Symbols, 3) Social, Political and Economic Institutions, and 4) Science. Mid-level assessment occurs when a student has completed the required course work to meet their general education competencies.

The Academic Profile Test was administered at Oklahoma City Community College from FY2002 through FY2006. In FY2006 the Academic Profile Test was in transition to a new test instrument. Due to this change, the College perceived an opportunity to evaluate other test instruments. A team of College faculty reviewed the various instruments and as a result in FY2007 the College administered the Collegiate Assessment of Academic Proficiency (CAAP) test. Three tests were administered

during the Assessment Week in the Spring Semester of 2007. The three tests included the Mathematics, Reading and Science test. The results of these three tests indicate that the comparisons between the College and the national norms were very similar.

Program Outcomes Assessment

Since 1998, a process has been in place to assess program and student outcomes in each academic program. Academic program faculty prepare a five year Assessment Plan and an Annual Assessment Report. The plans include the program outcomes and a timetable for the assessment of these outcomes. Each year the Annual Assessment Report includes at least two program outcome assessments. The outcomes are presented with the assessment tool, student success on the assessment, and plans for curriculum changes if applicable.

In addition, each academic program is evaluated in detail every five years. A large portion of the evaluation assesses how students who complete the program are succeeding. Assessment information includes results from a graduate survey including continuing education and employment, licensure exams, and assessments conducted during that time frame. Faculty members also identify any program specific information which may be pertinent for the review. A number of Associate in Applied Science programs have capstone courses which provide students with the opportunity to combine knowledge gained in a practical application. Successful completion of capstone courses is an indication the student has the knowledge and ability to be successful on the job.

Student Satisfaction Assessment

Oklahoma City Community College uses four measures of student satisfaction. The ACT Student Opinion Survey (SOS) is administered every even numbered fiscal year. The Community College Survey of Student Engagement (CCSSE) is administered every odd numbered fiscal year. The Student Input on Instruction (SII) is administered every Fall and Spring Semester and the graduate survey is administered every year.

In FY2007, OCCC administered the Community College Survey of Student Engagement. The goal of the survey is to compare OCCC to other large colleges of similar size. Results were categorized into five benchmarks including active and collaborative learning, student effort, academic challenge, student-faculty interaction and support for learners. Each of these benchmarks was comprised of between six and nine questions.

The Student Input on Instruction was conducted in the Fall and Spring Semester of FY2007. Students were requested to complete the survey instrument in each class they attended. There were a total of 17,427 evaluation forms processed. Results are reported to the deans who review them with each of their faculty members.

The graduate survey was conducted during the FY2007 of the FY2006 graduates. OCCC has continued to emphasize the importance of this survey. Therefore for FY2007 there was a 50% response rate of the FY2006 graduates. Ninety-six percent of the Associate in Arts and Associate in Science students continued their education. Ninety-two percent had no problems transferring. Eighty-four percent of the Associate in Applied Science and Certificate completers indicated their job occupation was related to the degree/certificate they completed. Forty percent of the graduates were the first one in their family to graduate, Ninety-nine percent of the graduates would recommend the OCCC to a friend.